



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	27	Elementary schools (includes K-8)
	9	Middle/Junior high schools
	4	High schools
	0	K-12 schools
	<b>40</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 9848

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☒ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	24	28	52	6			0
K	38	56	94	7			0
1	62	54	116	8			0
2	75	67	142	9			0
3	77	65	142	10			0
4	67	70	137	11			0
5	75	49	124	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							807



9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 369

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 59

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>15</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>39</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>38</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>22</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>75</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	98%	98%	97%
Daily teacher attendance	96%	93%	95%	92%	92%
Teacher turnover rate	10%	16%	15%	2%	6%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

- Daily teacher attendance includes those teachers out on FMLA. Three teachers were on FMLA (due to pregnancy) in 2004-2005. In 2005-2006, two teachers were out on FMLA (pregnancy) and one for catastrophic leave.
- Teacher turn-over rate: Both in 06-07 and 07-08 school years, all but one teacher moved out of Laredo--we have many border patrol/customs agents' wives who stay for only a few years. The one teacher who did not move out of town, became an assistant principal at another UISD elementary school. In 08-09, I lost one teaching position (district reduction); two teachers moved out of Laredo; one retired, and one teacher was transferred to another campus by the district. I have had zero transfer requests in the past five years; the only transfer to another teaching position that did occur was imposed by the district.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>		%

## PART III - SUMMARY

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Trautmann Elementary School (TES) is part of the United Independent School District in Laredo, Texas located along the southern Texas-Mexico border. TES is 28 years old and incorporates a unique, often challenging floor plan with 75% of our classrooms located underground and 10 portable classrooms. The limitations of the building seem endless at times with limited space (building's capacity originally for 400 students), poor acoustics, and daily work orders to fix old building issues to name a few; but our staff's relentless commitment to excellence minimizes these issues. Sound systems are in place in every classroom including the gym; computer labs are opened during our weekly library night to accommodate parents and students, and classrooms and hallways are beautified with vivid displays of student work and achievement.

Our school's mission is to create an environment that facilitates and maintains constant learning so that all students are consistently inspired to meet their highest academic potential. This mission is reflected in our motto "if you can dream it, you can do it!" Daily, teachers maintain a positive and enthusiastic attitude toward student learning and success by exercising their creative resourcefulness; this often leads to motivational activities that extend well beyond the school day. TES offers a plethora of activities and functions involving students with parents and/or the community, some of which have become traditions:

- **Parent and Student Orientation:** Held prior to the first day of school, students accompanied by their parents attend a presentation by their new teacher and deliver their school supplies to their classroom. The teacher presentations are available on each class web page. Parents receive quick-reference magnets with teacher and administration contact information.
- **Night at the Museum:** Students in kindergarten through fifth grade present a themed science project to their peers and parents. Each student prepares with *Power Point* presentations, props, and/or book trailers to present the topic they researched.
- **Veteran's Day:** Held in November, all students must interview a U.S. veteran either personally or via internet and present a summary of their interview to classmates. During the school-wide Veteran's Day Program, one student representative from each grade level presents his/her interview and accompanying tri-fold display.
- **Science/Social Studies integrated out-of-town field trips with a college connection:** Held in April and May, each grade level except Kindergarten attends an educational field trip designed to provide experiences not available in our city or county. Special Education students in the autistic unit mainstream with the grade level that pertains to them on these field trips. This provides students with new learning destinations and new universities to visit each school year.
- **Accelerated Reader Carnival-**six-year tradition that integrates reading and science and involves parents and students.
- **District and campus learning walks** for staff to view best teaching practices by their campus and district colleagues.
- **Vertical and Horizontal Meetings-** held at the beginning, middle, and end of the year giving emphasis to curriculum and individual student progress.

TES has been a recipient of numerous awards demonstrating outstanding student achievement:

- National Center for Educational Achievement: Higher Performing Schools in Texas: 2009-2010;
- Texas Education Agency Recognized School: 2003, 2004, 2006;
- Texas Education Agency Exemplary School and Gold Performance Award: 2007-2009 and 2003-2009, respectively;
- Texas Honor Roll School by Texas Business and Education Coalition: 2006-2007, 2008-2009;
- Texas Monthly Magazine Best Schools List: 2006-2007;
- Texas Nomination for National Blue Ribbon School Award: 2009-2010.

At TES, we capitalize on the talents of our students and the genuine dedication of our staff. It is the people inside the school building that serve as the driving force of our success.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Our campus' test data over the past five years depicts gains in every subject area, particularly in the areas of reading and science. Since 2005, our fourth grade writing scores have remained at 98% passing or better. Reading and math scores consistently climbed from year to year both vertically and horizontally. It is important to note that the scores highlight the significant improvement consistently witnessed in our students from the beginning of each school year to the day of their particular state assessments. We find that some of our students, especially those new to our campus, require diligent efforts to improve their weaknesses and enhance their strengths. We closely monitor students' progress through benchmark scores, STAR Reading (an assessment tool for beginning, middle, and end of year reading levels), weekly and comprehensive tests every six-week grading period, various diagnostic reports, and six-week running records. We also examine results of school-wide activities (coordinated by campus academic committees) in all content areas including fine arts, thus providing much insight to our students' specific needs and deficiencies as well as their strengths. The variety of assessments allows for a triangulation of data to determine students' progress. Through the consistent rigor and relevance provided in daily lessons and our teachers' relentless commitment to provide individualized interventions, the groups of students in every grade level who begin the school year well behind their peers attain the same level of accolades as their peers by the end of the year.

The number of students earning commended performance (2400 scale score or better, comparable to 93% or better) on the Texas Assessment of Knowledge and Skills (TAKS) in all areas tested, steadily increased every year. The percentage of students achieving commended performance in all tested areas (two areas for third and three areas for fourth and fifth grades) climbed significantly and consistently:

6% to 13% in 2005; 13% to 14% in 2006; 14% to 22% in 2007; 22% to 30% (including TAKS Accommodated in 2008); and 30% to 37% in 2009.

These percentages are significant because they account for students who excelled in all of the content areas in which they were assessed. TES earned Gold Acknowledgements in all content areas each year. The lowest average scale scores occurred in reading (2358), still well above the norm; students earned average scale scores above 2400 in all other assessed content areas. For the past five years, the average scale scores for the campus have increased steadily as well. A longitudinal study of TES' scores for the past five years is provided on our webpage, <http://tes@unitedisd.org>. The data clearly defines gains: not only has the number of students passing the state test increased, but also more importantly, the number of students earning commended performance in all assessed areas has more than quadrupled over the past five years. Furthermore, a complete review of our campus' accountability ratings and our school's performance according to the Academic Excellence Indicator System (AEIS) are provided in the Texas Education Agency website: <http://www.tea.state.tx.us/>.

The trends in test data are certainly positive, consistent, and impressive. TES teachers and staff diligently focus on each student individually, offering each of them the extra time (through tutorials and/or other Response to Intervention, or RTI), specific classroom and testing accommodations, and/or prescriptive plans of action to address these students' deficiencies as quickly and as completely as possible.

### 2. Using Assessment Results:

TES faculty and administration dissect student assessment data and effectively utilize results to improve student and school performance. Kindergarten through second grade teachers examine the results of TPRI (Texas Primary Reading Inventory), Tejas Lee (Spanish version of TPRI), text level running records

(administered every three weeks), and core subject comprehensive tests (administered every six weeks). Data drives the placement of children in specific after-school tutorial groups as well as supplemental computer programs. Third through fifth grade teachers carefully disaggregate district benchmark tests by specific learning objective. This detailed data allows teachers to determine which objectives need more attention as well as which student population needs supplemental instruction. Students often rotate to other classrooms in their grade level based on their specific academic needs. Physical education coaches teach vocabulary and math drills through games while the music teacher reviews science and social studies through song and dance; and special education teachers work closely with classroom teachers to target academic objectives. At TES, all teachers are utilized across grade levels and disciplines to close any academic gap evident in student assessments.

Teachers and administrators intricately plan for the upcoming school year as early as March. Teachers compile individual profiles which outline each student's academic/assessment data, student's attendance, intervention and/or special program participation, and behavior. These profiles serve to formulate the new classes for the coming year, ensuring the classes are diverse yet balanced and conducive to productivity.

Vertical as well as horizontal alignment meetings are held throughout the year, serving a dual purpose: to align core subject matter in the grade levels, as well as to intimately evaluate and discuss at-risk students. Previous grade level teachers and current teachers collaborate to discuss successful teaching strategies utilized with at-risk students. Administrators and teachers document and track the data discussed on effective teaching practices during these formal settings, resulting in systematic decision-making that serves to improve teaching and learning.

### **3. Communicating Assessment Results:**

Before the school year begins, parents are invited to a classroom orientation where the teacher explains the coming year's curriculum, activities, and expectations. These open lines of communication are sustained by correspondence in the daily agenda planners (provided for all first through fifth grade students) in which students record their daily homework assignments. Any comments or concerns of teacher or parent are communicated efficiently through the agenda. Parents also have access to each teacher's individual webpage, comprising students' weekly objectives, daily homework and any other upcoming activity or event.

Ongoing students' assessment results are shared with parents. These results track in-house comprehensive assessments and test objective breakdowns, highlighting strengths and weaknesses. The data is examined for each student, grade level, and for the campus, to measure growth and determine interventions needed. Both our district website, [www.uisd.net](http://www.uisd.net) and our campus website, <http://tes.unitedisd.org> provide information on students' state assessment performance. The district's testing department makes available data tables consisting of testing data from all state assessments, including but not limited to Texas Primary Reading Inventory (TPRI), Reading Proficiency Test in English (RPTE) and TAKS. Average scale scores and all scores for all campuses are represented in these tables. Our school website furnishes parents with a longitudinal study of TES' scores for the past five years.

Teachers reward students through classroom recognition ceremonies, incentives, and special events (in addition to recognitions by the campus) for those showing continuous growth in each academic area. The achievement of the Commended Performance rating on the TAKS is celebrated with a formal reception for parents and students, where students are individually acclaimed and presented with medals alongside all of their previous teachers, pre-kinder to the present.

The community is consistently informed of our successes through local and district media, including the events held for our students and parents:

- The induction of qualifying fourth and fifth graders into the National Elementary Honor Society.

- The Presidential Banquet recognition ceremony highlights students alongside their parents.
- Commended Performance Night
- LULAC Awards Night
- 5th Grade Graduation Ceremony, dinner and dance
- Academic Achievement Awards Night presenting over 50 awards attainable per class.
- The winners of each Academic Committee content area receive medals specific to their event.

#### 4. **Sharing Success:**

TES was only campus in Laredo, Texas to achieve Exemplary ranking on the TAKS in 2006-2007. Prompted by this achievement, many site-visits from teachers and principals eager to view our best practices have become an annual occurrence. The staff appreciates these opportunities not only to share with others, but also to provide an avenue for feedback from others. Designed around the same concept, the principal implemented “Learning Walks” within the campus faculty in order to share with and learn from one another. The principal has made many presentations to other district administrators, sharing new initiatives and successful strategies many of which were then implemented in their campuses. The principal compiled a reference manual of all the lessons, strategies, and unique ideas gained through a visit to The Ron Clark academy and through the academy’s co-founder (Mrs. Kim Bearden) full day instructional modeling at TES where she taught 25 fifth grade students as teachers watched from nearby classrooms. The principal also presented at Region 1 on effective methodology for exemplary-level achievement. Milestones are shared in a variety of ways:

- TES hosted future teachers/students from United High School. As mentors and facilitators, teachers directed the students, providing them with training in effective teaching practices and reading pragmatics.
- Students look forward to visiting individually with the principal to discuss their achievement after periodic comprehensive assessments, and cherish her words of encouragement.
- Teachers inform parents of student success in a variety of formats, including the school’s web/class pages, which are updated weekly to support teacher lesson plans.
- Students are recognized for their achievements on the school’s twitter page and webpage, classroom and hallway bulletin boards, and VBrick announcements, to name a few.
- Students, staff, and parents proudly don school spirit shirts highlighting academic performance on the state assessment by subject area. Each year teachers and staff collaboratively design these shirts.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

TES follows the Texas Essential Knowledge and Skills (TEKS) in conjunction with a scope and sequence as prescribed by the district. The curriculum evolves according to the students' progress and needs.

Pre-kinder students attend school half the day, and their Read-With-Me program allows their participation in reading readiness activities coordinated by the librarian, counselor, and parent volunteers. Pre-kinder students, along with the rest of the student body, participate in all school-wide events coordinated by academic committees consisting of grade level team representatives who spearhead the lesson planning for the given content area. All teachers and staff are represented in these committees planning school-wide events across the grades:

**Math Committee:** Math Carnival (TAKS aligned games and activities) and Math Bees (basic math skills contest conducted in similar format as a spelling bee; students compete first at the classroom level contest, with winners advancing to the class and then grade level on skills ranging from number identification, addition, and subtraction for the lower grades, to multiplication and division for the upper grades)

**Science Committee:** S.O.S. (Super Outrageous Science), held in October, November, and March provides games and experiments on life, physical, and earth science, with nature of science imbedded in all three events.

**Social Studies and Fine Arts:** Diez y Seis de Septiembre and Grandparent's Day - grandparents participate in interactive lessons with their grandchildren as they learn about Mexican Independence Day and the Hispanic heritage. The Winter Celebrations Around the World event - students learn about Christmas holiday traditions and cultural practices in various countries.

**Reading Committee:** Reader's Theatre - classes team up to perform for other students from a different grade level. Upper grades prepare by reading books in contention for the Texas Blue Bonnet Award while simultaneously practicing their reading fluency. This also serves to familiarize students with these books before they vote.

**Spelling and Vocabulary Committee:** Classroom and school-wide Spelling Bee contests. Spelling and phonics rules for the week are on each teacher's class webpage. Throughout the week, students learn about various words that follow the rules taught; students study all the words learned in class, through spelling/phonics homework, and other activities. Students are assessed on applying the spelling and phonics rules taught that week rather than on memorizing a given list of words. Two campus-wide spelling bees are held, one for the lower grades and one for the upper grades.

**Writing Committee:** Holds a WBCA (Words Beckoning Comprehension and Application) parade in which students exhibit t-shirts they decorated depicting either the part of speech assigned to their grade level (pk/k – prepositions; 1<sup>st</sup> – nouns; 2<sup>nd</sup> – verbs; 3<sup>rd</sup> – adjectives) or illustrating figurative language (4<sup>th</sup> – idioms; and 5<sup>th</sup> – similes).

At the conclusion of each event, student learning is assessed using various methods pertinent to the academic area/event. The reading intervention teacher provides training and materials to all grade levels, ensuring that all students' running records. Typically done at lower grades, we make running records in upper grades to determine the student's fluency and reading accuracy rather than the reading level. Our academic curriculum

is up-graded every year based on student performance data as both the level of expertise of the teachers and the level of performance of our students improve. While the basic TEKS and district scope and sequence serve as the foundation of our educational plan, our teachers relentlessly study and respond to the progression of our students' learning.

#### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

At TES, the implemented reading curriculum blends State mandated textbook adoptions, district approved research-based programs, and campus level enrichment resources that have proven effective in every grade level. The school schedule provides minimum 60-minute reading blocks. Weekly planning time gives grade level teachers and support staff the opportunity to meet and discuss instructional and curricular issues to minimize class interruptions and maximize teacher class time.

Each classroom has its own library of leveled readers, trade books, and supplementary workbooks, and support programs such as Power Reading, Ellis, Reading Coach, and Reading Plus, which include specifically prescribed lessons tailored to meet student's needs. TES invested in the AR Enterprise Program that enables parents to obtain access to their child's AR Points, test results, and other available reading components offered, as well as sending automatic e-mail whenever their child takes a comprehension, vocabulary, and/or literary skills tests on an AR book.

TES teachers understand the crucial role that effective reading strategies play in improving student comprehension. These strategies begin in pre-kinder, where students learn to analyze text before they can read it on their own through a combination of Bear Bear Sight Word stories, Beginning Books, TPRI scores, and literacy programs. First Grade employs reading centers for phonemic awareness, fluency, phonics, vocabulary, and comprehension. Graphic organizers, story elements, and author study are incorporated into the scope and sequence in second grade. Metacognitive strategies are modeled in third grade. Upper grades introduce reading skills in isolation through hands-on activities and media presentations before incorporating them into reading stories. Comprehension through discussion involves lessons that create higher-level thinking opportunities for students. The purpose of the discussions promotes critical thinking about text and encourages full classroom involvement. Highly Effective Questioning (HEQ) is done through class discussions, which in turn assist the students to generate ideas while incorporating rigor and relevance.

#### **3. Additional Curriculum Area:**

TES students delve into additional curricular activities in all content areas. As a team of teachers and administrators, we find ourselves focusing on science activities due to the difficulty in internalizing concepts in science generally, as well as the need to spark basic interest for students to investigate scientific concepts.

Science terms are reviewed on a daily basis with our "Word of the Week" via our VBrick system, a video announcement-video library system. Conceptual lessons around these terms are taught and reviewed in the classroom. Weekly Clever Endeavor presented by our principal via VBrick excites the children to focus on the riddle that veils their scientific answer. Night at the Museum is focused on science related topics and elaborated with technology through research and Power Point. Parents delight in attending the event as they proudly document their child's achievement. Students in kindergarten through fifth grade present a themed science project to their peers and parents: Kindergarten: Recycling project; 1st grade: Science Tools; 2<sup>nd</sup> grade: Physical Science experiments; 3<sup>rd</sup> grade: Life Cycles; 4<sup>th</sup> grade: Biomes; and 5<sup>th</sup> grade Compound Machines.

Children display their rigorously researched and relevantly developed science projects in the school's showcase when their turn arises.

- Science takes the spotlight three times a year with Super Outrageous Science Day, which includes fully developed, interesting science lessons integrated with the Scientific Method.
- Weekly curriculum-based activities in our science lab utilizing the Scientific Method allow the children a “hands on” experience.
- Bulletin boards display children’s learning in the area of science. The boards are riddled with organizational charts and the like, monthly.
- Science journals prepare the children for internalizing science concepts through written media as well as illustration.
- Accelerated Reader program begins with a science-themed carnival. The program encourages reading in a competitive format, further enhanced with the reading and dissecting of novels in each of our classrooms.
- Science/social studies and college awareness field trips:
  - § 1<sup>st</sup> grade-Enchanted Springs Ranch in Boerne (social studies and science integrated);
  - § 2<sup>nd</sup> grade: Texas State Aquarium and Museum of Science and History in Corpus Christi;
  - § 3<sup>rd</sup> grade: San Antonio Zoo, the Alamo, Rainforest Café, and IMAX Theatre;
  - § 4<sup>th</sup> grade: Sea World, and
  - § 5<sup>th</sup> grade: New Braunfels Caverns and San Antonio Zoo.

#### 4. **Instructional Methods:**

School administrators and teachers take action to diagnose and disaggregate specific learning skill deficits and realign instruction to meet the needs of every student. Teachers are very skilled in utilizing highly effective questioning to foster analytical thinking and increase students’ cognitive ability. Students utilize their learning via teacher-lead activities that involve experimental inquiry, problem solving, and decision-making. Varieties of research-based supplemental programs address the needs of students performing below grade level:

- *My Reading Coach*- improves phonics/decoding/comprehension skills;
- *Power Reading - Scottish Rite* systematic program for dyslexic students;
- Reading Intervention – a Reading Intervention teacher assists struggling readers to address their specific needs in a small group setting, monitors classroom content journals, evaluates resource centers in classrooms, and trains staff on reading strategies;
- *Reading Plus* - addresses fluency and comprehension;
- *Ellis* - assists recent immigrants in acquiring the English language;
- *Study Island* - offers pre- and post-tests, and lessons on content objectives;
- Two computer labs - offer programs including Learning.com, Brain Pop and *Brain Pop Junior*, *Orchard* for the classroom and home, *Star Fall*, *EduSmart* for science, and others;

- Structural Language Classrooms –for autistic students and to be a resource for other special education students; and

- Gifted students - challenged with a rigorous curriculum and required monthly and semester projects, including extensive research, chapter-book reading, presentations, and *Movie Maker* book trailers/presentations to parents and peers, with all students assessed on all presentations to ensure each child learned his or her own topic as well as that of their fellow classmates.

Intervention programs, along with classroom tutorials, extended day instruction, cross-leveling, intervention pullout plans, and other programs are implemented across the grades with struggling students, while advanced students are challenged to incorporate their creativity and talents in assigned projects.

Classroom and testing accommodations are tailored to meet each child’s specific needs. The staff is committed to empower all students to grow academically and socially, and groom students to become confident problem-solvers and successful contributing citizens who make a positive impact on society.

## **5. Professional Development:**

Both our students’ capabilities and needs, and the level of expertise of our staff mold professional development. Grade-level teams visited local campuses to gain ideas. A group of teachers, together with the principal, visited The Ron Clark Academy in Atlanta, Georgia. Following their return, a turn around training was offered to the rest of the staff. The training provided teachers an opportunity to witness a re-enactment of the most impressive lessons witnessed during the trip. It also provided detailed plans for enhancing lessons, campus expectations, and daily routines, and it revealed much insight on providing a more positive and exciting learning environment, conducive to creativity and higher-level thinking.

Teachers requested the same educational tools utilized by the academy for our own campus. Thus, new technological equipment was purchased via school board discretionary funds and multiple-year budget plans. Mrs. Kim Bearden, Mr. Clark’s protégé, was brought to our campus to deliver a full day of lessons, live to 25 fifth grade students. Our V-brick system allowed the entire staff to witness Mrs. Bearden’s unique integrated instruction as they watched her live in the classrooms right down the hall.

In 2008, “Learning Walks” solved our budget dilemma, allowing our teachers to witness a more vivid example of exceptional teaching conducted by their peers. The idea first surfaced at the district level, where principals visited six other campuses and watched six different teachers from that campus, ranging from Kindergarten to fifth Grade, as they taught a specific content area. Principals met immediately after to discuss the good teaching practices they observed and to offer suggestions or ideas for further improvement. Our campus created its own version of these learning walks: teachers selected colleagues they admired to visit. Administration coordinated schedules to cover the teachers’ classes. Every week marked an opportunity for a grade level of teachers to visit other teachers and gain new perspectives and ideas. During a weekly grade-level meeting, teachers were also afforded the opportunity to conduct five-minute classroom observations of six assigned teachers in grades kinder through fifth, followed by a dialogue with administration and their peers on the new, creative approaches they witnessed.

Teachers’ expressions of their necessities are executed as expeditiously and completely as possible.

## **6. School Leadership:**

Trautmann’s leadership structure is a paradigm of accountability, ownership, and responsibility. The principal is highly visible, available, and intimately knowledgeable of the TES community. Weekly grade level meetings every Wednesday and various other team meetings (Tuesday team planning, Response to Intervention, Site-Based Management, etc.), review of parent communication contact logs (ALL staff

including the principal must call 22 parents and document such communication twice a semester); detailed class web pages provide an immediate checks and balance system among the principal, faculty, and community. More importantly, however, is the principal's detailed monitoring of the 812 students on our campus. Specifically, the principal spends at least thirty minutes in each of the 40 classrooms each semester teaching our students. This is an invaluable resource, as it provides another perspective on individual student's academic and emotional/behavioral needs; it also serves as a motivational tool, since it is scheduled either immediately before or after the teacher's conference period to allow the teacher some valuable extra time.

Additionally, the principal meets individually with all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders. These students track their own progress using charts and graphs and share their growth with the principal. Students sign an oath, pledging to the principal and themselves to perform at their highest potential. The principal visits each classroom prior to each state assessment date to recite the oath with students and motivate them to give their personal best. Again, accountability and ownership of responsibility are enforced at all levels.

Annually, the groundwork and planning for the next academic year begins with an intense study of each student as teachers complete a profile slip for each; this provides a snapshot of all pertinent information on each student and initiates the united efforts of each team to formulate the best classroom rosters for the next grade level team. An important follow-up to this is an annual T-Party, where the principal, administration, faculty and staff review and provide feedback on programs, policies, and test scores and brainstorm on more effective strategies to match students' needs. Class rosters for the upcoming school year are dispersed, allowing ample time for teachers and administrators to collaborate and plan for individual and class needs. Trautmann's leadership structure is most definitely evident, as all Trautmann Texans are charged with accountability and ownership of actions and decision-making.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge Skills

Edition/Publication Year: 2003-2009

Publisher: NCS Pearson Education Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Standard	99	98	96	93	85
Commended	63	64	52	29	18
Number of students tested	125	120	133	110	126
Percent of total students tested	100	100	94	94	94
Number of students alternatively assessed	3	0	8	7	8
Percent of students alternatively assessed	2	0	6	6	6
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Standard	98	98	96	95	80
Commended	58	56	52	29	15
Number of students tested	44	49	52	52	44
<b>2. African American Students</b>					
Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Standard	99	98	96	93	84
Commended	62	63	50	28	18
Number of students tested	111	108	123	101	103
<b>4. Special Education Students</b>					
Standard					
Commended					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Standard	100	98	94	90	74
Commended	52	56	35	19	6
Number of students tested	66	49	32	28	25
<b>6. Largest Other Subgroup</b>					
Standard					
Commended					
Number of students tested					

Notes:

Alternative Assessment = TAKS ALT for 2007-2008 and 2008-2009. For all other years, alternative assessment = SDAA and LDAA.

Subject: Reading  
Edition/Publication Year: 2003-2009

Grade: 3 Test: Texas Assessment of Knowledge and Skills  
Publisher: NCS Pearson Education Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	100	100	97	99	97
Commended	62	43	62	39	29
Number of students tested	126	120	133	110	128
Percent of total students tested	100	100	94	94	94
Number of students alternatively assessed	3	0	9	7	8
Percent of students alternatively assessed	2	0	6	6	6
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Met Standard	100	100	96	98	98
Commended	58	32	55	33	25
Number of students tested	43	50	53	54	55
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	100	97	99	97
Commended	62	32	62	39	27
Number of students tested	112	111	124	108	121
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Met Standard	100	100	88	100	94
Commended	50	29	29	23	12
Number of students tested	66	51	30	30	32
<b>6. Largest Other Subgroup</b>					
Met Standard					
Commended					
Number of students tested					

Notes:

Alternative assessment=TAKS Alt for 2007-2008 and 2008-2009. For all other years alternative assessment=SDAA and LDAA.

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge Skills

Edition/Publication Year: 2003-2009 Publisher: NCS Pearson Education Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Standard	97	99	99	98	92
Commended	66	64	49	47	37
Number of students tested	124	132	117	127	98
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Standard	96	97	100	96	90
Commended	52	61	50	42	28
Number of students tested	52	55	64	51	45
<b>2. African American Students</b>					
Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Standard	97	98	99	98	91
Commended	65	64	49	47	35
Number of students tested	109	126	115	120	83
<b>4. Special Education Students</b>					
Standard					
Commended					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Standard	92	95	100		
Commended	50	42	15		
Number of students tested	22	18	13		
<b>6. Largest Other Subgroup</b>					
Standard					
Commended					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge Skills

Edition/Publication Year: 2003-2009 Publisher: NCS Pearson Education Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Standard	97	98	95	95	88
Commended	39	38	33	26	28
Number of students tested	124	141	117	129	97
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Standard	96	97	94	94	84
Commended	30	37	30	22	29
Number of students tested	52	55	59	51	41
<b>2. African American Students</b>					
Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Standard	97	98	95	94	87
Commended	38	37	32	23	28
Number of students tested	109	125	110	117	78
<b>4. Special Education Students</b>					
Standard					
Commended					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Standard	88	95	85		
Commended	20	5	8		
Number of students tested	22	18	11		
<b>6. Largest Other Subgroup</b>					
Standard					
Commended					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge Skills

Edition/Publication Year: 2003-2009 Publisher: NCS Pearson Education Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Standard	100	99	98	96	93
Commended	76	60	54	42	33
Number of students tested	145	131	123	110	105
Percent of total students tested	100	100	89	87	84
Number of students alternatively assessed	0	0	15	16	20
Percent of students alternatively assessed	0	0	11	13	16
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Standard	100	98	98	97	91
Commended	76	53	46	39	41
Number of students tested	62	58	43	60	38
<b>2. African American Students</b>					
Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Standard	100	99	98	96	93
Commended	76	60	55	42	34
Number of students tested	135	114	116	98	95
<b>4. Special Education Students</b>					
Standard					
Commended					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Standard				93	
Commended				36	
Number of students tested				13	
<b>6. Largest Other Subgroup</b>					
Standard					
Commended					
Number of students tested					

Notes:

Subject: Reading Grade: 5 Test: Texas Assessment of Knowledge and Skills  
Edition/Publication Year: 2003-2009 Publisher: NCS Pearson Education Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Standard	99	99	98	97	88
Commended	38	35	22	22	21
Number of students tested	141	131	125	105	105
Percent of total students tested	100	100	91	88	85
Number of students alternatively assessed	0	0	12	14	18
Percent of students alternatively assessed	0	0	9	12	15
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Standard	98	98	98	95	90
Commended	26	34	20	24	24
Number of students tested	60	58	44	55	37
<b>2. African American Students</b>					
Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Standard	99	99	98	97	87
Commended	36	35	22	22	21
Number of students tested	132	115	118	94	89
<b>4. Special Education Students</b>					
Standard	0	75	100	100	100
Commended	0	25	0	0	0
Number of students tested	0	4	3	2	1
<b>5. Limited English Proficient Students</b>					
Standard			100		
Commended			0		
Number of students tested			10		
<b>6. Largest Other Subgroup</b>					
Standard					
Commended					
Number of students tested					

Notes: